

Appendix A

NROTC Officer Interview (OI) Form

Applicant's Name: _____

Date: _____

Name of Interviewer: First: _____ MI: _____ Last: _____

Approximate number of NROTC interviews conducted: This cycle: _____ Total: _____

Phone number of Interviewer: _____

Designator: _____ Rate/Rank: _____ Unit: _____

I have reviewed the Officer Interview reference guide: _____ (initials)

Prior to conducting the interview, review the candidate's application and comment on any discrepancies found that may be relevant to the Scholarship Selection Board. Ask the applicant to clarify and explain any inconsistencies in the application form.

Comments:

Instructions

The performance competencies that are included below have been vetted through Naval Officer SME's using an iterative process. The focus was to identify areas that are known to contribute significantly to success as an NROTC midshipman and as a Naval Officer.

Please keep in mind that when evaluating the candidate on each performance competency that it is important to separate information gathered from other items or general impressions from the information obtained solely for the competency in question. In other words, when rating *Propensity to Serve* (the first performance competency) use only information collected during the response to that question to evaluate the candidate's *Propensity to Serve*. Performance competencies include: a) ***Propensity to Serve***, b) ***Embracing a Healthy Lifestyle***, c) ***Communication***, d) ***Teamwork/Interpersonal Relations***, and e) ***Judgment/Decision-making***.

A final category, ***Overall Suitability***, is included to provide the interview's assessment of the candidate's likelihood of performing successfully as an undergraduate NROTC midshipman and a future Naval Officer. The judgment for rating this category should be based on all of the information available to the interviewer as a result of the interview process. Utilize the information gathered and the ratings provided for the individual performance competencies to inform the ***Overall Suitability*** rating; however do not simply use the arithmetic average of these categories.

Performance Competency 2: Embracing a Healthy Lifestyle

Definition:

Adopts a culture of physical fitness, healthy nutritional habits, and mental well-being.

Lead Questions:

Q1: Other than organized varsity, intramural or club sports, describe how you maintain and improve your physical fitness. Do you have a regular physical fitness routine? Why or why not is physical fitness a priority for you?

Q2: Tell me about your diet and how it relates to your current physical fitness level.

Q3: Can you describe a very stressful event in your life, how you dealt with it, and what you learned about yourself that could help you in a similar situation in the future?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none">• Does not participate in regular physical activity.• Healthy eating is not a priority.• Does not have methods for dealing with stress.• Does not engage in physical activity.	<ul style="list-style-type: none">• Engages in physical activities infrequently.• Tries to eat healthy meals when convenient.• Is able to deal with stress sometimes but not others.• Is involved in school sports but strictly motivated by coach.	<ul style="list-style-type: none">• Regularly participates in physical activity.• Strictly abides to healthy diet.• Has methods for dealing with stress that provide positive outcomes.• Involved in many aspects of daily/weekly physical activities that are not formal high school sports.
<div><div>1</div><div>2</div></div> <div>Low</div>	<div><div>3</div></div> <div>Mid Range</div>	<div><div>4</div><div>5</div></div> <div>High</div>

Specific Reasons for Ratings:

Performance Competency 3: Communications

Definition:

Conveys information clearly and effectively, demonstrates active listening skills, and response to questions indicates active participation in the conversation.

Lead Questions:

Q1: Can you tell me about a time when miscommunication caused a problem for you, how you fixed the issue, and what you learned from the experience?

Q2: We have all met people that we would describe as “poor communicators.” Of those people you have met that fall into this category, can you describe several of their characteristics that made them “poor communicators” in your opinion?

Q3: If someone had a problem and wanted to talk to you about it, what would you do to demonstrate that you are receptive and actively engaged in the conversation?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none">• Does not understand that miscommunication can cause problems.• Unable to effectively answer questions.• Inability to organize thoughts and answer questions directly.	<ul style="list-style-type: none">• Understands that miscommunication can cause problems.• Able to communicate adequately.• Able to organize thoughts and respond to questions.	<ul style="list-style-type: none">• Engages in effective communication skills which involve active listening, engagement, and interaction.• Able to communicate specific details and examples, elaborate well, and provide a mature response.• Strong ability to organize thoughts and respond thoughtfully.
<div><div>1</div><div>2</div></div> <div>Low</div>	<div><div>3</div></div> <div>Mid Range</div>	<div><div>4</div><div>5</div></div> <div>High</div>
Specific Reasons for Ratings:		

Performance Competency 4: Teamwork/ Interpersonal Relations

Definition:

How the individual functions in a group setting, putting the group's goals ahead of one's personal goals, and ability to assume different roles (leader versus follower) depending on the context.

Lead Questions:

Q1: Describe a situation in your life in which you were placed in a leadership position on short notice. How did you handle leading the group? What challenges did you face and what did this experience teach you?

Q2: Describe how you have been an effective follower in a group setting, and how that impacted your role as a leader?

Q3: Give me an example of when you have been asked to sacrifice your personal success and gratification in order to serve a larger group or organizational goal. Why did you make the choice you did? What were the results or consequences of your decision?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none">• Reluctance to lead, follow, or do both if required.• Puts self before the team.• Always valuing self over others.	<ul style="list-style-type: none">• Indicates willingness to lead, follow, or do both if required.• Willing to be a part of a team.• In instances where there is group consensus, demonstrates a tendency to agree with group goals.	<ul style="list-style-type: none">• Is proactive and willing to lead, follow, or do both if required.• Always considers team's needs before self.• Willing to sacrifice individual success to achieve group goals.
<div>12</div> <div>Low</div>	<div>3</div> <div>Mid Range</div>	<div>45</div> <div>High</div>
Specific Reasons for Ratings:		

Performance Competency 5: Judgment/ Decision-making

Definition:

Approach used to work through problems, weighing potential courses of action and considering potential solutions and consequences, and ability to make a decision.

Lead Questions:

Q1: Can you tell us about a situation when you had to make a difficult decision or judgment call, what considerations you made, and what that taught you about your ability to make decisions?

Q2: Describe a situation in which you had to make a challenging decision that negatively impacted another person or group. What was the basis of your decision, and describe in detail how you formulated and evaluated the pros and cons of the impacts of the decision? Do you still believe you made the right decision, and describe why or why not?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none">• Uncomfortable to seek help in making decisions, even in situations where it would be beneficial.• Makes impacting decisions on scant or irrelevant information.• Makes decisions without considering the consequences.	<ul style="list-style-type: none">• Will seek help if required.• Uses information only if it's readily available.• Does not consider all the consequences before making a decision.	<ul style="list-style-type: none">• Comfortable seeking help in making decisions.• Uses as much information as possible before making decision.• Indicates a willingness to accept the known (and unanticipated) consequences of taking actions or making a decision.
<div><div>1</div><div>2</div></div> <p>Low</p>	<div><div>3</div></div> <p>Mid Range</p>	<div><div>4</div><div>5</div></div> <p>High</p>
Specific Reasons for Ratings:		

Overall Suitability

Assess the candidate's suitability for the NROTC program and potential as a Naval Officer.

Rate this category based on overall impressions of the interview. **DO NOT** simply take the average of the other performance categories.

<div><input type="checkbox"/></div> <div>Do Not Recommend</div>	<div><input type="checkbox"/></div> <div>Recommend</div>	<div><input type="checkbox"/></div> <div>Strongly Recommend</div>	<div><input type="checkbox"/></div> <div>Highest Recommendation</div>
<ul style="list-style-type: none">• Does not meet program minimum requirements• Do not recommend for NROTC scholarship• Of all applicants interviewed BOTTOM 25%	<ul style="list-style-type: none">• Has potential to be a successful midshipman• Consider for NROTC scholarship• Of all applicants interviewed AVERAGE 50%	<ul style="list-style-type: none">• Has potential to be a successful midshipman and officer• Strongly recommend for NROTC scholarship• Of all applicants interviewed TOP 40%	<ul style="list-style-type: none">• Great potential to excel as midshipman and officer• Has highest recommendation to receive NROTC scholarship• Of all applicants interviewed TOP 25%
Specific Reasons for Ratings: <div></div>			

Other: Comment on any other relevant topics of interest to the NROTC Selection Board, particularly anything that makes this candidate's situation/application different or stand out from other applicants. If none, enter N/A.

Comments: